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ABSTRACT

Asian and Arabic Mediated Enrichment Resource and Instructional Career Awareness (Project AMERICA) was evaluated at completion of its third year (1989-90) of funding under Title VII of the Elementary and Secondary Education Act (ESEA). Participating students received instruction in English as a Second Language (ESL), native language arts (NLA), bilingual content area classes, and occupational studies. The project also offered staff development, curriculum development, and parental involvement activities. Due to a significant reduction in immigration from Arabic-speaking countries, the project served only limited-English-proficient Chinese students during 1989-90. It served 418 students attending Lafayette High School and Fort Hamilton High School (Brooklyn). The program met its objectives in the following areas: (1) attendance, (2) dropout prevention, (3) career advisement, (4) career workshops, (5) field trips, (6) parental involvement, and (7) curriculum development. The content teaching objective was partially met. Objectives in cultural and career awareness, attitude toward school, and staff awareness and development were not met. Data to assess the NLA objective were not available. The ESL objective could not be assessed as proposed, but its objectives were met in principle. Revision of the ESL objective was recommended to conform with actual practice in the schools. Statistical data are presented in two tables. (SLD)

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OREA Report

ASIAN AND ARABIC MEDIATED ENRICHMENT RESOURCE AND INSTRUCTIONAL CAREER AWARENESS (PROJECT AMERICA)
Grant Number: G008710397

1989-90

FINAL EVALUATION REPORT

UD028235

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ASIAN AND ARABIC MEDIATED ENRICHMENT RESOURCE AND INSTRUCTIONAL CAREER AWARENESS (PROJECT AMERICA)

Grant Number: G008710397

1989-90

FINAL EVALUATION REPORT

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8/90

ASIAN AND ARABIC MEDIATED ENRICHMENT RESOURCE AND INSTRUCTIONAL CAREER AWARENESS (PROJECT AMERICA) 1989-90

SUMMARY

- Project AMERICA was fully implemented. During the 1989-90 school year, participating students received instruction in English as a Second Language (E.S.L.), Native Language Arts (N.L.A.), bilingual content area classes, and occupational studies. The project also offered staff development, curriculum development, and parental involvement activities.

- The project met its objectives in attendance, dropout prevention, career advisement, career workshops, field trips, curriculum development, and parental involvement. It partially met the content area objective. It did not meet the cultural and career awareness, attitude toward school, staff awareness, or staff development objectives. The project did not provide the data necessary for assessment of the N.L.A. objective and while the E.S.L. objective could not be assessed as proposed, it was achieved in principle.

Asian and Arabic Mediated Enrichment Resource and Instructional Career Awareness (Project AMERICA) completed its third year of an Elementary and Secondary Education Act (E.S.E.A.) Title VII three-year funding cycle. Due to a significant reduction in immigration from Arabic-speaking countries, the project served only Chinese-speaking students of limited English proficiency (LEP) this year. The project offered 418 students at Lafayette and Fort Hamilton High Schools in Brooklyn the opportunity to study and train in occupational fields.

The conclusions, based on the findings of this evaluation, lead to the following recommendation:

- Revise the E.S.L. objective so that it reflects the instrument actually used by the program.

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This report has been prepared by the Bilingual, Multicultural, and Early Childhood Unit of the Office of Research, Evaluation, and Assessment. Thanks are due to Constantine Hriskos for collecting the data and writing the report.

Additional copies of this report are available from:

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I. INTRODUCTION

This report documents the Office of Research, Evaluation, and Assessment's (OREA's) evaluation of Asian and Arabic Mediated Enrichment Resource and Instructional Career Awareness (Project AMERICA). The project completed its third year of funding by Title VII of the Elementary and Secondary Education Act (E.S.E.A.).

Project AMERICA originally provided instructional and support services to both Arabic- and Chinese-speaking students of limited English proficiency (LEP), but this year served only Chinese-speaking LEP students since enrollment of Arabic-speaking students was significantly reduced. The project provided its students at Lafayette and Fort Hamilton High Schools in Brooklyn with instruction in English as a Second Language (E.S.L.), Native Language Arts (N.L.A.), bilingual content area subjects, career education, and pre-occupational training.

PARTICIPATING STUDENTS

The project served 418 students during the year. Of this number, 277 attended both semesters, 61 attended fall only, and 80 attended spring only. (Total fall attendance was 338; total spring attendance was 357.)

The students were primarily from mainland China, Hong Kong, and Taiwan. Students from mainland China often had fewer years of education in their native country than did students from Hong Kong and Taiwan. Almost all of the students in the project came from low-income families and were eligible for the federally funded free lunch program.

STAFF

Project staff funded by Title VII included a project director, career specialist, and coordinator/teacher, all of whom held master's degrees and were fluent in several dialects of Chinese. Two Chinese/English bilingual paraprofessionals were also on staff, one with a bachelor's degree and the other currently taking courses at the college level.

II. IMPLEMENTATION

Project AMERICA selected Chinese-speaking students who scored at or below the 40th percentile on the Language Assessment Battery (LAB), and whom school staff recommended for the program after personal interviews. The project offered its students four levels of E.S.L. at each site. Fort Hamilton High School provided two levels of Chinese N.L.A., and Lafayette High School provided three. Fort Hamilton High School offered bilingual content area courses, while students at Lafayette High School could enroll in either bilingual courses or those taught with E.S.L. methodology. The project also offered Chinese language pre-occupational training in business, law, and health professions.

Support services included guidance and career counseling, tutoring, and a variety of extracurricular activities. The program also offered parental involvement activities (including E.S.L. classes), and staff and curriculum development.

III. OUTCOMES

INSTRUCTIONAL

English as a Second Language

- Seventy percent of the target students will demonstrate an appropriate increase in English language proficiency as indicated by mastery of one English syntax objective per twenty days of instruction as demonstrated on the appropriate level of the LAB.

It was impossible to assess the E.S.L. objective as stated. However, in lieu of examining objectives in relation to attendance, OREA examined pre- and posttest LAB scores. Matching data were available for 249 students. The mean gain was 3.2 Normal Curve Equivalents (N.C.E.s) (s.d.=9.1), and analysis indicated a significant ($p<.05$) gain.

While OREA could not evaluate the original objective, Project AMERICA met the objective in principle.

Native Language Arts

- Seventy-five percent of the Chinese-dominant participants will demonstrate a significant increase in Chinese language achievement as indicated by a significant improvement at the .05 level of statistical significance when results on a teacher-made instrument are analyzed using a correlated t-test.

The project did not provide pretest/posttest scores for OREA to evaluate the N.L.A. objective.

Content Area Subjects

- At least 70 percent of all targeted students will score at or above the passing criterion of 65 in the content subjects--social studies, mathematics, and science.

In both semesters, over 70 percent of the students in

mathematics and social studies achieved a grade of at least 65. (See Table 1.) In the fall, over 70 percent of the students in science classes achieved a passing grade of at least 65.

The project partially met its objective for content area subjects.

TABLE 1

Student Achievement in Content Area Courses

	Fall Semester		Spring Semester	
Subject	Number of Students	Percent Passing	Number of Students	Percent Passing
Mathematics	289	73.4	303	73.3
Science	210	76.7	212	69.3
Social Studies	259	84.9	285	82.8

- Project AMERICA met its objective for content area subjects in mathematics and social studies both semesters and in science in the fall.

NONINSTRUCTIONAL

Attendance Rate

- As a result of participating in the program, students' attendance will be significantly higher than that of mainstream students.

As shown in Table 2, the attendance rate of program students was significantly higher ($p<.05$) than that of mainstream students. The project met its attendance objective.

TABLE 2

Attendance Rates of Program and Mainstream Students by School

School	Program		Mainstream
	Number of Students	Percent Attendance	Percent Attendance
Lafayette	154	91.7	77.0
Fort Hamilton	205	94.1	80.4

- The attendance rates of program students were significantly greater ($p<.05$) than those of mainstream students.

Dropout Prevention

- Program students will have a significantly lower dropout rate than similar non-program students.

The program students' dropout rate was less than half of a percent and was significantly lower ($p<.05$) than nonprogram students' dropout rate which was about nine percent.

The project met its objective for dropout prevention.

Student Cultural and Career Awareness

- Seventy-five percent of all target students will demonstrate an improvement in attitude toward one's heritage as indicated by results on the Language Cultural Heritage Attitude Scale, tabulating growth from pre- to posttesting and ascertaining the percentage of students gaining one scale point or more on a 5-point scale.

Fewer than 38 percent of the students demonstrated an improvement in attitude toward their heritage. Project AMERICA did not meet its cultural awareness objective.

Attitude toward School

- Seventy-five percent of all target students will demonstrate an improvement in attitude toward school as indicated by results on a 5-point scale inventory to measure interest in continuing education beyond their present grade, tabulating growth from pre- to posttesting, and ascertaining the percentage of students gaining one scale point or more.

Fewer than 60 percent of the students demonstrated an increase in positive attitude toward school. The project did not meet its objective for improving students' attitude toward school.

Career Advisement

- All graduating students will meet with the bilingual career specialists for advisement at least three times during the school year.

The bilingual career specialist and other staff members at each site maintained regular contact with each student. Students received career advisement as specified.

Project AMERICA met its objective for career advisement.

Career Workshops

- The program will organize at least one conference for students in which representatives of business and industry will present information on career options and skills requirements.

Students, teachers, and staff participated in the "Asian Bilingual Career Day" conference, a day long career fair at which representatives of business and industry presented information on career opportunities and skill requirements.

The project met its career workshops objective.

Field Trips

- The program will organize at least two field trips for program students at the two sites to historical museums and the United Nations, White House, etc., to increase their familiarity with American culture and citizenship.

Program students went on a variety of field trips throughout the year. They visited the Statue of Liberty, the Jacob Javits Convention Center, Radio City Music Hall, and the Aquarium.

The project met its field trip objective.

Staff Awareness

- Eighty percent of the staff in the program will demonstrate an increase in awareness of pupil needs and pupil problems as indicated by a 5-point scale of problems and needs inventory, tabulating and ascertaining the percentage of change.

Since less than 60 percent of the staff demonstrated an increased awareness, the project did not meet its objective for staff awareness.

Staff Development

- Ninety percent of program staff will enroll in at least one university course each semester.

Although all five of the Title VII staff members participated in ongoing training, the project reported that only two enrolled in university courses.

The project did not meet the objective for staff development.

Curriculum Development

- By the third project year, the curriculum specialists will have developed or translated one subject-matter oriented instructional unit for teaching (E.S.L., mathematics, science, and social studies).

The project completed its curriculum development activities this year. In addition to the mathematics and science curricula developed previously, the project also developed and/or translated a total of 60 chapters for four levels of global history textbooks.

The project met its curriculum development objective.

Parental Involvement

- The proportion of program students' parents who participate in Open-School Day/Evening will be equal to or greater than the proportion of mainstream students' parents who participate in this activity.

The project offered parents a number of Open-School Day/Evening activities which addressed school issues, student needs, and the importance of parental involvement. In every activity with the exception of one, program parents' attendance was either equal to or greater than that of the parents of non-program students. The project met its objective for parental involvement.

FOLLOW-UP OF PROGRAM PARTICIPANTS

During the year, 17 students left the program. Four transferred to another school, three left the country, four graduated, and six dropped out to join the military. At the end of the year, 36 were mainstreamed. Data on the academic achievement of former program participants were not available.

IV. CONCLUSIONS AND RECOMMENDATION

Project AMERICA provided instructional and support services to 418 Chinese-speaking LEP students. The project eliminated services to Arabic-speaking LEP students this year because of their significantly reduced enrollment. Project students received instruction in E.S.L., N.L.A., bilingual or E.S.L. content area subjects, and a variety of support and extracurricular services that included field trips as well as career advisement and workshops. Project AMERICA also included staff and curriculum development and activities for parental involvement.

The project met its objectives in attendance, dropout prevention, career advisement, career workshops, field trips, curriculum development, and parental involvement. It partially met its objective for content area subjects. It did not meet the cultural and career awareness, attitude toward school, staff awareness, or staff development objectives. Project AMERICA did not provide the data necessary for assessment of the N.L.A. objective and while the E.S.L. objective could not be assessed as proposed, it was achieved in principle.

Project strengths included effective E.S.L. instruction, the development of new curricula, and the provision of guidance and career counseling. By dropping the Arabic component and redirecting these resources to an expanded Chinese population, the project was able to strengthen programming for those students as OREA had recommended the previous year.

The conclusions, based on the findings of this evaluation, lead to the following recommendation:

- Revise the E.S.L. objective so that it reflects the instrument actually used by the program.